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ABSTRACT

This report lists support services provided by the Westminster Campus Special Services Department to the Westminster, Brighton, Longmont, and North Boulder Campuses. The Special Services Department provides disability services, including interpreting for the deaf, tutoring, gender equity support, and special populations transition support. Retention is the main goal and outcome of a strong Special Services Department. The report also shows how these services support the four strategic initiatives established as the framework for planning and resource allocation at the Westminster Campus: (1) quality of student experience; (2) excellence of human resources; (3) college flexibility and responsiveness; and (4) cutting-edge technology. Special Services helped 98, or 41% of the 240 (unofficial numbers) students who were awarded degrees in Fiscal Year (FY) 99 and 45, or 10%, of the 456 students who received certificates in FY 99. The report includes a chart of statistics about students who received support in FY 99. Of the 932 students who received Special Services support, 275 had a general studies major, 114 had a nursing major, and 162 had an arts major. Thirty-five percent were male. The overall success rate for students receiving Special Services support was about 70%, with success being interpreted as a grade of A, B, C, or No grade. (JA)

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ED 444 606

Front Range Community College

OFFICE OF SPECIAL SERVICES

Westminster Campus

FY 99 ANNUAL REPORT

The Westminster Campus Special Services Department provides services to the Westminster, Brighton, Longmont, and North Boulder Campuses. We provide **disability services, including interpreting for the deaf, tutoring, gender equity support, and special populations transition support.** ***Retention*** *is the main goal and outcome of a strong Special Services Department. Our services support students in attaining their goals, and in becoming successful in either a career or as a student at another educational institution.*

Following is a list of specific support services:

- Assistive technology such as screen magnifiers, scanners, text readers, voice synthesizers, voice activated software, adjustable tables and chairs, FM listening devices and tape recorders
- Interpreters for hearing impaired students
- Note-takers for students with hearing impairments and learning disabilities
- Readers/writers for test taking accommodations
- Books on tape produced both in house and from Recording for the Blind and Dyslexic
- Large print texts, handouts, and tests
- Individual and small group tutoring
- Walk-in tutoring
  - Computer Commons
  - Chemistry
  - Accounting - Longmont
- Study Skills Seminars
  - Math
  - Biology
  - Accounting
  - Chemistry
  - Spanish
- Writing tutor support in LDC class-Longmont-Boulder
- Referral to on- and off-campus support services such as Progressive Adult Learning and Vocational Rehabilitation
- Specialized transition services for college entry
- Special support for students seeking careers non-traditional to gender
- Advocacy for all special populations students

M. D. Santis-John

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These services support the four strategic initiatives established as the framework for planning and resource allocation at the Westminster Campus:

Initiative 1. Quality of Student Experience

New students with disabilities and other special populations may be lost in the enrollment process. A **transitions** appointment with this office helps them learn the rules of the game so they feel more in control. We make sure they have the right forms, see the right people, and we step them through the registration process, including Touch Tone, as needed. This year Jo Anna provided this service to about 80 new and 118 returning students with disabilities. In these sessions we review documentation, determine needed accommodations, orient them to college admission, programs, services, course selection, adaptations, student rights, responsibilities, and offer them suggestions on how to work cooperatively with instructors.

Another way we enhance the student's experience at FRCC is by having support available when students and faculty need it. Our **outstanding tutors, interpreters, and disability aides** step in to help struggling students connect with their curriculum, focus their efforts, and feel better prepared for the next class.

This chart indicates the number of students, by campus, who accessed at least one of the services offered. Note that students from the Boulder County Campuses now make up **25%** of the total students using tutoring, interpreting, assistive technology or other services.

NUMBERS OF STUDENTS USING SERVICES BY CAMPUS		
Campus	**Students with Disabilities**	**Total Students**
Brighton	3	3
Longmont	21	106
North Boulder	44	128
Westminster	130	695
TOTALS	**198**	**932**

One indicator of student achievement (and quality of experience!) is graduation numbers. **Special Services helped 98, or 41%, of the 240 (unofficial numbers) students who were awarded degrees in FY99 and 45, or 10%, of the 456 students who received certificates in FY99.** FRCC's

continued support of special populations, including students with disabilities, aids retention, training of the workforce, and the continued success of the transfer students.

To increase **independence in student learning**, study skills seminars in Accounting, Biology, Chemistry, and Spanish were added. Students requesting math tutors are offered Math study skills seminars at Westminster and Boulder County Campuses. Computer Commons drop-in tutoring was increased to 15-20 hours per week. Computer tutoring is among our most requested services, and the increase in Computer Commons hours reduced the number of individual hours of tutoring that students requested by **70.25 hours**. Walk-in tutoring in Chemistry during Summer 98 reduced the number of students receiving individual Chemistry tutoring to 0. This seems to be an effective approach for those students.

Sandy Cabana offered **gender equity support** through a sexual harassment workshop, non-traditional careers workshops on- and off- campus, through contacts with female students in our non-traditional training programs, and through the Counseling Department. Her workshop for Boulder County's Project Self-Sufficiency clients was a noteworthy success with 20 attendees. Sandy, Jo Anna, and Sue Brooks of the Larimer Campus collaborated to publish two issues of "Equity Quest," which is distributed to women in the "non-trad" programs, faculty, staff, and community people.

Sandy also guided **high school special education "transition tours"** for 6 area high schools who brought a total of 44 students. Invitations were issued to all area high schools in September. These tours are offered in an effort to increase high school student and teacher understanding of the differences between secondary and post-secondary education for students with disabilities. Students who participate in these tours develop a more realistic concept of what is expected of them in the higher education arena.

Students who have a goal in mind for their education are more likely to have a positive experience in college. **CareerScope**, a computerized assessment instrument used for returning workers who need to reevaluate their skills, young students making first career decisions, and enrolled students who want to explore more options in their career decision making, is being used more as FRCC staff become aware of its availability. **CareerScope, Job Analyzer, and Workforce Coach** are available free through the Special Services office. Joyce provides the test result analysis and explores various career options available through career and technical education here at FRCC.

Roberta Ostberg and her **interpreters** worked with 17-19 deaf students per semester with no complaints from students or instructors. This was a huge increase in interpreting hours that our budget was not prepared to meet. Bobbie received the well-deserved honor of Employee of the Month for March of 1999. She certainly earned that recognition this year, smoothly handling all the coordinating and doing much of the interpreting herself. The deaf students were surveyed on their educational plans and

satisfaction with interpreting services. Many of them plan to transfer to other colleges, and all respondents were satisfied with the quality of services.

Another way we enhance the student experience is by recognizing achievement and assisting with scholarships. Through an equity grant from CCCOES, Special Services awarded scholarships to 6 women in non-traditional technical programs. Our Special Populations Advisory Committee honored outstanding special populations vocational students and also faculty who have excelled in working with special populations.

Initiative 2. Excellence of Human Resources

To enhance staff and instructor understanding of students with disabilities, non-traditional students, and other special populations issues, **seminars, workshops** and **teleconferences** were offered by Special Services.

- Sexual harassment workshop
- Non-traditional careers workshops
- Women and Depression seminar
- Avoiding Disability Grievances workshop
- New Faculty Induction presentation
- Adjunct and permanent faculty orientations
- Presented 6 Teleconferences on:
  - Deaf and Hard of Hearing
  - Literacy
  - Learning Disabilities
  - Psychiatric Disabilities.

Tutors were trained in Stress Management, The 12 Steps of a Well-Designed Tutoring Session, and How to Tutor the ESL Student in Academic Disciplines.

Jo Anna and Joyce attended Boulder County and Brighton One-Stops to acquaint students, advisors, and staff with the available services and procedures.

Conferences / classes attended include:

- Colo. Assn. Of Voc. Administrators - Jo Anna and Joyce
- National Tutoring Association - Joyce
- Consortium of Support Programs for Students with Disabilities
  4 meetings - Jo Anna and Joyce
- Member & user of Disability Services in Higher Ed. Listserve – Jo Anna
- CDE/CCCOES sponsored training for secondary special ed. teachers and college disability services personnel on transitions issues - Jo Anna
- Joyce Scott completed the requirements and obtained her Colorado Vocational Credential in Special Needs

Initiative 3 College Flexibility and Responsiveness

Employment Edge development team - Jo Anna and Joyce
New Carl Perkins planning and training – Jo Anna and Joyce
Member Council of Assessment Implementation Coordinators - Joyce
Students with disabilities, students who were tutored, faculty who referred students for tutoring were all surveyed on their satisfaction with services.
Adams Governing Board for Transitions – Jo Anna
Special Populations Advisory Committee Community Outreach Meeting – January.
New tutors hired and trained as needed for new college programs.

Initiative 4 Cutting-Edge Technology

Philip Post , Adaptive Technologist:

Provides demonstration / limited training for anyone interested in the various computer adaptive devices
Started development of Assistive Technology WEB page linked to Computer Commons page
Presented workshops for staff and faculty on the use of adaptive devices
Installed and made operational Assistive Technology in the Computer Commons
Staffed a booth at the Technology Vendor Fair in May
Made a Braille "printer" (embosser) functional with current software in the Commons
Consults with technicians at other campuses on computer adaptations

Joyce and Crystal Campbell attended CCCOES Intermediate and Advanced Access data base classes
Joyce attended Excel budget tracking training - CPOD
Special Services WEB page under construction
Kim Cinea, a CIS major, given internship to update the Equity and Transitions databases
CIP-7 Adaptive Technology Committee - Jo Anna
Visited Rehab Center for the Blind Vendor Fair - Jo Anna
Provide various Assistive Devices for students to check out
FM Listening Systems for hearing impaired
Tape Recorders- 2 & 4-track (for Recording for the Blind tapes)
Gel mouse and keyboard wrist rests, etc.
Attended CU Assistive Technology Conference – Jo Anna

STUDENT YEAR-END REPORT

Attached, you will find a chart of statistics about the students we served in FY 99. Some of the notable highlights are:

Of the **932 students** who received support from Special Services, 275 had a **General Studies** major, 114 had a **Nursing** major, and 162 had an **Arts** major.

The success rate for these majors was 67% for General Studies, 70% for Nursing, and 70% for Arts. The over-all success rate for students receiving support from Special Services was about 70%, with success being interpreted as a grade of A, B, C, or No Grade (indicated in Special Services' data for some one-time services). Grades of D, F, I, or W are considered unsuccessful. (*Editorial speculation: The lower success rate for General Studies students is probably because many students with no concrete plans for their education and many of the seriously under-prepared students appear in that major, and they may be more likely to drop out, fail to follow through, or not take their classes seriously.)*

The chart also provides comparisons to last year's data for all majors. Data comparison becomes tricky as majors are added, dropped, and changed. Please take this into consideration as you browse through the data provided. Also note that when few students have been served in a major, a change of even one person can appear as a huge change in a percentage, so look at those percentages in light of the numbers served in the category.

On the four campuses served this past year, **303 instructors requested tutoring for their students in 198 different classes.** The total number of **hours tutored was 15,314.** The four classes that received the **most tutoring** were:

CIS 118 at 633.25 hours
MAT 100 at 610.25 hours
MAT 101 at 494.25 hours
MAT 006 at 477.5 hours

We would like to repeat our favorite statistic: **Of the students who completed either a degree or a certificate in FY99, 143 or 20.5% were once clients of Special Services.** This supports recent statistical studies that show that given the right support and some extra time, special populations students **do** persist and succeed, moving on to jobs and further education. We are proud to be a part of their success!

FRONT RANGE COMMUNITY COLLEGE

Westminster Campus

Office of Special Services

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Fiscal Year: FY99

MAJOR	# Served	Female	Male	Disabled	Ethnicity	LEP	Econ Disad	# Referrals	Change from last year	Hrs of Service	Change from last year	% Success	Change from last year
ACC	28	25	3	12	8	4	11	48	-15	259.25	-214.00	81.25%	11.41%
ART	162	101	61	49	43	14	63	283	65	2229.25	1002.25	70.37%	0.02%
ATE	14	2	12	6	6	3	7	29	11	350.75	94.75	72.41%	-10.92%
AUM	3	0	3	2	1	0	0	4	1	12	-18.75	50.00%	50.00%
BTE	7	7	0	2	1	0	2	14	-6	81.75	62.75	100.00%	[illegible]
CIS	94	48	46	28	27	11	31	169	36	1568.5	-18.00	72.78%	0.39%
DEA	8	8	0	0	2	1	2	19	16	125.5	119.50	73.68%	23.68%
DIT	9	9	0	4	1	0	5	27	22	228.5	142.50	70.37%	-29.63%
ECP	12	12	0	6	7	3	4	20	4	92.5	0.00	85.00%	65.00%
EGT	14	6	8	5	4	3	4	21	16	369.75	254.25	80.95%	2.36%
EMS	1	0	1	1	1	0	0	4	2	19.5	14.50	100.00%	[illegible]
ENV	0	0	0	0	0	0	0	0	0	0	0.00	0.00%	0.00%
ETE	9	2	7	3	3	1	2	16	10	118	-34.75	100.00%	26.02%
GAP	3	0	3	2	1	0	0	4	3	60	58.00	100.00%	[illegible]
GEN	265	175	100	104	70	24	59	470	45	5818	606.00	67.92%	-8.96%
IPP	17	17	0	3	2	0	9	25	9	277.5	118.50	72.00%	21.75%
MAN	15	7	8	7	5	1	9	36	-17	649.75	-149.25	74.20%	5.05%
MAR	5	1	4	1	3	0	3	8	-6	25.5	-40.00	100.00%	41.67%
MAS	1	0	1	0	0	0	0	1	-3	1	-17.00	100.00%	50.00%
MMT	4	3	1	1	0	0	2	4	2	6	-9.25	100.00%	0.00%
MPT	1	0	1	0	0	0	0	1	1	2	0.00	0.00%	0.00%
MOT	1	1	0	0	0	0	0	1	0	12	10.00	0.00%	-100.00%
NUR	114	104	10	14	35	7	48	106	-1	1300	-206.00	70.41%	-5.73%
PAR	1	1	0	1	0	1	0	2	2	17.7	0.00	100.00%	100.00%

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Westminster Campus

Office of Special Services

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Fiscal Year: FY99

MAJOR	# Served	Female	Male	Disabled	Ethnicity	LEP	Econ Disad	# Re-female	Change from last year	Hrs of Service	Change from last year	% Success	Change from last year
RIT	8	4	4	2	2	1	6	12	7	101	99.25	75.00%	6.00%
SCI	122	67	55	25	34	9	47	186	58	1145	123.50	65.68%	-7.91%
TMM	0	0	0	0	0	0	0	0	-2	0	0.00	0.00%	0.00%
URH	3	2	1	1	1	0	1	7	4	117	31.75	85.71%	14.29%
VRT	1	1	0	0	1	0	0	1	0	11.5	-2.50	0.00%	0.00%
Total:	932	669	339	280	265	82	315	1617	253	15314.5	2088.5	70.28%	-3.64%

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